

Texas A & M University – Central Texas
SOCI 4317/ANTH 4317 Qualitative Research Methods
Fall 2022

Professor: Michelle Dietert, PhD

Office Location: HH 204A

Office Hours: Available by appointment. Contact me through email and I will respond within 24 hours.

E-mail: dietert1@tamuct.edu

Class Location and Time: Online course from August 22 – December 9 (16 weeks)

Use this link to access this course: *This is a 100% online course, and uses the A&M-Central Texas Canvas Learning Management System* [<https://tamuct.instructure.com/>].

Required Texts

Main Textbook

Saldana, Johnny, and Matt Omasta. 2022. *Qualitative Research: Analyzing Life*. Sage Publications. (978-1-5443-7288-4)

Critical Book Review

Goffman, Alice. 2014. *On the Run: Fugitive Life in an American City*. The University of Chicago Press. (978-0226275406)

Additional Readings

Holstein, James, and Jaber Gubrium. 1995. *The Active Interview*. Sage. (978-0803958951)

Other required reading materials listed on the syllabus will be available through our course E-Reserve page while some pdfs will be uploaded in Canvas under the assignment tab.

Below is the e-reserve information.

- SOCI 4317, Fall 2022
- Qualitative Research Methods
- Password: 4317
- Use this link to gain access to the readings https://tamuct.libguides.com/er.php?course_id=91471

Also, this is a great e-reserve tutorial that you can view just in case you have not used e-reserve before or need a refresher:

- <https://tamuct.libwizard.com/f/ereserve2>

For Referencing (Required)

American Sociological Association. 2019. *American Sociological Association Style Guide* (6th). American Sociological Association Publisher. (978-0-912764-55-9)

Course Description: This course will provide students with an understanding of the methodological approaches we commonly think of as qualitative research methods, with special emphases on various types of interviewing, observation techniques, ethnographic field-based methods, and content analysis. Students will learn both the techniques of qualitative research and engage in philosophical, ethical, and theoretical conversations around qualitative methods. The course will explore issues of research ethics as they pertain to qualitative research in the social sciences as well as the history and epistemological basis of qualitative research methodology. Students are encouraged to take SOCI 4316 or an equivalent research methods course before or in conjunction with this course.

Course Objectives: The primary objective of this course is to introduce students to the intellectual and pragmatic issues concerning qualitative research methods in the social sciences. Students will be able to...

1. Understand qualitative research in the social sciences, including data collection techniques, analysis, writing, and presenting qualitative material.
2. Discuss the epistemological position of qualitative methods and review the various areas in sociology where qualitative work has been most effective.
3. Examine the ethical responsibilities of qualitative researchers in light of the much closer contact with “subjects” and “informants” than in other areas of research.
4. Think collectively and critically about qualitative research, including the ability to locate and assess the quality of published qualitative studies.
5. Identify the professional norms and styles for writing and presenting qualitative research findings.

Class/Instructor Policies

Taking a Sociological Perspective: I encourage questions and discussion concerning course material and sharing personal observations and experiences. However, since you are enrolled in a sociology course, the main goal is to utilize a sociological perspective. This means that you should try to analyze various topics with an objective point of view. Objective point of view means looking through the lens of sociology. How does sociology utilize objectivity, you might be asking? Sociology is a social science – we use qualitative and quantitative research techniques to collect data about the social world. Sociologists must always strive to maintain an objective outlook when observing the social world. Therefore, in this course, you are challenged to look within the layers of a social phenomenon or put another way, to look beyond what you see on the surface. In addition, you will not agree with everything you hear in class from the professor or your classmates. Part of becoming educated requires that your ideas are challenged. As a college-level student, you should be able to see different points of view of the same issue. I expect students to be respectful towards every person in this classroom, even if they disagree with certain viewpoints.

The role of the instructor is to present critical ideas, to offer an analytical framework for understanding the course material, to work with students in providing an inspiring learning environment, and to provide and receive constructive feedback. It is not the instructor’s role to tell the student what to think. The student’s responsibility is to read the readings with a critical

mind, to question, to complete assignments on time, to participate in the exchange of ideas, and to work toward an inspiring learning environment. It is the responsibility of all of us to create a safe learning environment free of racism, sexism, classism, ageism, ableism, homophobia, transphobia and heterosexism.

Late Work: When you are turning in assignments, your work must be uploaded in Canvas at the specified due date and time. I will not accept that assignment through email. However, if you are having an issue with an assignment, let me know ahead of time and I will do what I can to accommodate you.

Additional Help: If you need additional help on assignments, papers, or any materials covered in class, please do not hesitate to contact me. The best way to get in touch with me is through email.

Incomplete Grades: I DO NOT GIVE OUT INCOMPLETE GRADES. ALL ASSIGNMENTS AND TESTS ARE DUE ON THE DATES OUTLINED IN THE SYLLABUS.

Copyright Notice.

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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University Policies/Services

Emergency Warning System for Texas A&M University-Central Texas

SAFEZONE. SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
 - [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
 - [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp) [https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

For updates on COVID information, please monitor the University [website](https://www.tamuct.edu/covid19/)
[https://www.tamuct.edu/covid19/]

Academic Integrity

Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the student conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

If you do plagiarize, I will 1) fail you for the assignment and/or the course, and 2) initiate an Academic Dishonesty action against you.

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Warrior Center for Student Success, Equity and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information, please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required)
[https://tamuct.instructure.com/courses/717]

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlssso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar's Office, you must go into Warrior Web

and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, both virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu.

To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](https://tutormatchingservice.com/TAMUCT) [https://tutormatchingservice.com/TAMUCT] or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 400,000 eBooks and 82,000 journals, in addition to the 96,000 items in our print collection, which can be

mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](https://tamuct.libcal.com/appointments/?g=6956) [https://tamuct.libcal.com/appointments/?g=6956]. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index]

University Writing Center

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WCOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

Other Technology Support

For log-in problems, students should contact Help Desk Central, 24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

Important University Dates

Important university dates can be found at: <https://www.tamuct.edu/registrar/academic-calendar.html>

Course Requirements

1. **Postings (14 Postings x 13 points each = 182 total points):**

- a. For your weekly postings, you will take something interesting that you found from the readings for that week and post this information to your classmates. In your tentative course schedule below, you will find which chapters that we are covering for the week. You will receive a total of 13 points for providing a substantive post, responding to three classmates, presenting good writing skills, adhering to deadlines and using ASA when citing.
- b. **Weekly posts will open up on Mondays at 8:00am and close on Fridays at 11:59pm. Your main posting will be due by Wednesday evening at midnight. If your main**

posting is not submitted on time, you will not earn all points. Additionally, you will have until Friday at midnight to complete all replies to at least three classmates.

- c. Your postings will cover material from your readings. Since the postings cover your readings, I would like you all to use your book as a reference. I do not want information cut/pasted from the internet such as Wikipedia. If you do so, you will not earn points for that posting.
 - d. Whenever you post, I also want you to reference using ASA. Remember that anytime you take information from a source (either directly quoting or paraphrasing), you must reference even if you are doing so in a posting.
 - e. All posts must be substantive and demonstrate to me that you have done all the reading associated with the discussion. In order to get full credit for your individual post, you must answer each question that I pose to you. In order to get the points in responding to your classmates, you must put thought and effort into your response. A thin answer such as “I totally agree with you” or “That was a really cool post” will not be considered for credit.
- 2. Quizzes (6 Quizzes X 25 pts each = 150 total points):** Students will take 6 quizzes at regular intervals throughout the course. Quizzes are each worth 25 points each. Quizzes will cover material from your Saldana and Omasta (2022) textbook. On weeks when you have a quiz, you should first complete the readings and take notes. Prepare and manage your time wisely; you will not be able to re-take a quiz, nor can you re-open a quiz once you have started it. Quizzes will be available **Thursday at 8:00am and is open until Sunday at 11:59pm. You will have one hour and 15 minutes (75 minutes) to complete your quiz.**
- 3. Methods Exercises (5 Exercises X 50 pts each = 250 total points):** Students will complete 5 methods exercises in order to practice and apply information from the readings. The following are your exercises. Please find the instructions for these assignments ***beginning on page 12*** your syllabus and in Canvas under the assignment tab.
- a. Exercise 1 - Earning a CITI certificate in human subjects research. You will find directions on how to access and complete the CITI training for students located in Canvas under the Exercise 1 assignment tab (**Due by Sunday September 11 by midnight**)
 - b. Exercise 2 - Analysis 1 – analyzing spaces and objects in their surroundings (**Due by Friday September 23 at midnight**)
 - c. Exercise 3 - Conducting an interview (**Due by Friday October 14 by midnight**)
 - d. Exercise 4 - Ethics essay – applying ethical principles to a hypothetical research situation (**Due Friday October 28 by midnight**)
 - e. Exercise 5 - Analysis 2 – coding and analyzing interview data (**Due Friday November 11 by midnight**)
- 4. Critical Review for *On the Run* (100 points):** Please find the instructions for this assignment ***beginning on page 16*** of your syllabus and in Canvas under the assignment tab. Your final paper is due by Wednesday December 7 at midnight.

****ALL GRADING RUBRICS ARE LOCATED AT THE END OF THIS SYLLABUS****

Grading Scale

- A = 614 – 682 (Excellent)
 B = 490 – 613 (Better than Average)
 C = 342 – 489 (Average)
 D = 205 – 341 (Below Average)
 F = 204 and below (Failing)

Tentative Course Schedule**WEEK 1:– Introduction to the Course****Monday August 22 - Sunday August 28****Readings:**

- Chapter 1 (Saldana and Omasta): Introduction: Analyzing Life

Posting 1 Due**Quiz 1 opens on Thursday at 8:00am and is open until Sunday at 11:59pm.****WEEK 2: Introduction of Sociological Research****Monday August 29 – Sunday September 4****Readings:**

- Introduction to Sociological Research (<https://openstax.org/books/introduction-sociology-2e/pages/2-introduction-to-sociological-research>)

Posting 2 Due

Begin work on Exercise 1- [CITI online modules](#) for Social-Behavioral-Educational (SBE) basic course

WEEK 3: Field Sites**Monday September 5 – Sunday September 11****Readings:**

- Chapter 2 (Saldana and Omasta): Analyzing Field Sites

Posting 3 Due**Complete Exercise 1: CITI Certificate by Sunday September 11 by midnight****Extra Credit (5pts): Memoing (See the instructions in Canvas) Due by Friday September 9**

WEEK 4: Documents, Artifacts, Visual Images, Digital Materials
Monday September 12 – Sunday September 18

Readings:

- Chapter 3 (Saldana and Omasta): Analyzing Documents, Artifacts, Visual Images, and Digital Materials

Posting 4 Due

Quiz 2 opens on Thursday at 8:00am and is open until Sunday at 11:59pm.

WEEK 5: Preparing and Analyzing Interviews
Monday September 19 – Sunday September 25

Readings:

- Chapter 4 (Saldana and Omasta) : Analyzing Interviews: Preparing, Conducting, and Transcribing
- Chapter 5 (Saldana and Omasta): Analyzing Interviews: Condensing and Coding

Posting 5 Due

Complete: Exercise #2 – Analysis by Friday September 23 by midnight

WEEK 6: Active Interviewing
Monday September 26 – Sunday October 2

Readings:

- Holstein and Gubrium (1995) – Read Chapters 1-4 (pages 1-37) in *The Active Interview*
- Goffman (2014) – Read the prologue, preface and introduction in *On the Run*

Posting 6 Due

WEEK 7: Active Interviewing cont.
Monday October 3 – Sunday October 9

Readings:

- Holstein and Gubrium (1995) - Read Chapters 5-8 (pages 38-80) in *The Active Interview*
- Goffman (2014) – Read Chapter 1

Posting 7 Due

****If you would like me to take a look at your interview questions before you conduct the interview, please let me know. You do not want to wait until the last minute because you will need time to transcribe your interview data.****

WEEK 8: Wednesday March 9 – Methodological Frameworks
Monday October 10 – Sunday October 16

Readings:

- Chapter 6 (Saldana and Omasta): Analyzing Qualitative Methodologies
- Goffman (2014) – Read Chapter 2

Posting 8 Due

Complete: Exercise #3: Conduct an Interview by Friday October 14 at midnight

Week 9: Research Design

Monday October 17 – Sunday October 23

Readings:

- Chapter 7 (Saldana and Omasta): Analyzing Qualitative Research Design
- Goffman (2014) - Read Chapters 3 and 4

Posting 9 Due

Quiz 3 opens on Thursday at 8:00am and is open until Sunday at 11:59pm.

Week 10: Ethical Concerns in Qualitative Research

Monday October 24 - Sunday October 30

Readings:

- Chapter 8 (Saldana and Omasta): Analyzing Research Ethics
- Goffman (2014) - Read Chapter 5
- E-Reserve - Glesne and Peshkin “But is it Ethical?” Pgs. 109-125 In: *Becoming Qualitative Researchers*

Posting 10 Due

Complete: Exercise 4: Ethics Essay by Friday October 28 at midnight

Week 11: Condensing, Patterning, and Unifying

Monday October 31 – Sunday November 6

Readings:

- Chapter 9 (Saldana and Omasta): Analysis to Synthesis: Condensing, Patterning, and Unifying
- Goffman (2014) - Read Chapter 6
- E-Reserve - Marshall and Rossman Chapter 5 “Managing, Analyzing, and Interpreting Data.” In: *Designing Qualitative Research*, 4th edition

Posting 11 Due

Quiz 4 opens on Thursday at 8:00am and is open until Sunday at 11:59pm.

Week 12: Interpreting and Theorizing
Monday November 7 - Sunday November 13

Readings:

- Chapter 10 (Saldana and Omasta): Analysis to Synthesis: Understanding, Interpreting, and Theorizing
- Goffman (2014) - Read Chapter 8 and Conclusion

Posting 12 Due

Complete: Exercise 5: Analysis exercise #2 – Coding and analyzing interview data by Friday November 11 by midnight

Week 13: Writing Qualitative Research
Monday November 14 – Sunday November 20

Readings:

- Chapter 11 (Saldana and Omasta): Analytic Write-Ups

Posting 13 Due

Quiz 5 opens on Thursday at 8:00am and is open until Sunday at 11:59pm.

Week 14: Holiday Week
Monday November 21 – Sunday November 27

Week 15: Presentations and Professional Development
Monday November 28 – Sunday December 4

Readings:

- Chapter 12: (Saldana and Omasta): Analytic Presentations and Professional Development
- Goffman (2013) – Read the Epilogue

Posting 14 Due

Quiz 6 opens on Thursday at 8:00am and is open until Sunday at 11:59pm.

Week 16: Finals Week
Monday December 5 – Friday December 9

- **Critical Review for *On the Run* Due on Tuesday Dec 6 by midnight.**

***Professor reserves the right to amend this syllabus at any time.**

Qualitative Methods Exercises

Exercise #1 – Complete your CITI and upload their certificate. If you have already completed a CITI training and it has not expired, you will need to upload your certificate into Canvas. If you have completed the training but it has expired, you will need to take the refresher course and upload the updated certificate to Canvas. To begin and complete your CITI training, the instructions are included in Canvas under the Exercise #1 assignment tab.

Exercise #2 (Analysis 1) - Analyzing spaces and objects in their surroundings - Here are the instructions.

- This exercise asks you to analyze a public space and the artifacts (Saldana and Omasta – Chapter 2 on Analyzing Field Sites).
- Choose a place where you can easily hang out and be an **unobtrusive observer**. Spend 90 minutes in that space.
- Resist the urge to be on your phone to pass the time and, instead, get out a notebook and record what happens in the space. Use jottings (see pg. 35 of Saldana and Omasta) rather than write out everything that happens word-for-word. You can use your phone to subtly take photos of the space and artifacts within it. Be mindful of others' privacy when you do so.

Things you can record for Exercise 2:

- Be sure to take notes on the items in the room and the patterns that play out as people interact in that space. (Of course, do your best to be subtle and not stare at people.)
- Take photos of the space and some of the more meaningful items in it. OR you can make sketches of these things. Draw a map of the room(s) to help you remember how the space was laid out.
- Pages 64-70 from Saldana and Omasta (2022) focuses on belonging, symbols, processes and extensions when analyzing artifacts:
 - Note the assemblage of objects and their "belonging." What is the logic behind how these items go together?
 - Look for symbols and, if the opportunity arises, ask someone about their meaning. (It is better to ask people who are normally in that space rather than visitors.)
 - Identify processes. What actions take place in this space and using the material items in it?
 - Finally, think about extensions: If these walls could talk, what would they say about the people who occupy this space regularly?

When you complete your 90 minutes in the space, go home or to a quiet place where you usually study to perform your analyses. In order to write up your findings, begin on page 43 to help with you analysis.

You will submit one paper that contains your photos, sketches, and written analyses of the space and artifacts you observed. Be sure to organize your submission so that your reflections on the four analytic frames (belonging, symbols, processes, extensions) are each clearly described.

Exercise 3 - Conducting an Interview (refer to chapter 4 for interviewing)

For the purposes of this exercise, you will conduct a semi-structured interview. As pointed out in your textbook, “these interviews have a degree of structure but also offer researchers significant latitude to adjust as needed; researchers make such adjustments as a result of their during-interview analysis” (Saldana and Omasta 2022:82).

For your interview, you will need to develop a detailed list of questions that covers your topic to discuss with your participant. You will want your questions to be presented in a coherent, logical order. **Before you conduct your interview, let me look at your questions so that I can make sure that you are on the right track.**

The recorded interview should last for around 15-20 minutes.

After you have recorded your interview, you will want to transcribe the data in a Word document. You will turn in your transcribed interview to me through Canvas.

****If you would like me to take a look at your interview questions before you conduct the interview, please let me know. You do not want to wait until the last minute because you will need time to transcribe your interview data.****

Exercise 4 - Ethics Essay

Using and citing the readings we did on ethics in qualitative research, write an Op-ed responding to the following article: <https://newramblerreview.com/book-reviews/law/ethics-on-the-run>.

****Keep in mind that the law professor Steven Lubet (2014) who wrote the above isn't intimately acquainted with the issues of qualitative research that you all are aware of. The gray areas and the ways we need to learn about clandestine activities are all part of the work.****

Also **read** the article “Conflict Over Sociologist's Narrative Puts Spotlight on Ethnography” written by Marc Parry (2015) (from The Chronicle of Higher Education). This reading is located at the E-Reserve link below:

https://tamuct.libguides.com/er.php?course_id=91471

***When you write your Op-ed, make sure that you also cite Lubert (2014) and Parry (2015) using ASA. If you have questions, please let me know.**

How to write an op-ed: <https://writingcooperative.com/writing-op-eds-f54af509c76a>

Op-eds are journalistic writing; they are brief, to the point, and provide information as well as expressing a point of view. They can be told from a first-person perspective if the writer's personal experience makes an essential contribution to the point being made. When writing an op-ed, keep these tips in mind:

- 1) Base your op-ed on facts. Everyone has a right to an opinion, but only those opinions that are backed up by factual evidence will get published in a newspaper or online venue.
- 2) Structure your op-ed as an argument. Most op-eds are meant to be persuasive. Check to see that you have made your point in a logical, structured manner.
- 3) Pare down your prose. Eliminate excess adjectives and adverbs. Keep your writing direct. The purpose of an op-ed is to convince and/or enlighten readers, not to entertain them.
- 4) Choose a topic that is timely. You can write an article about anything that is current. For example, you can write about someone who has recently been honored, or you can focus on complex matters that require explanation.

Your submission should be at least 1,000 words and done in the style of an opinion piece that is backed up (using citations in ASA) with scholarly work. You need only to refer to the readings on our syllabus to do this assignment.

Exercise 5 - Analysis 2 – coding and analyzing interview data

You will be using five of the interview transcripts we created earlier in the semester (from Exercise 3 – Conducting an Interview), which means there are five total transcripts to code. (Remember, research projects frequently have 20-50 of these!)

Using all transcripts, complete the following analytic tasks:

- (1.) Within each transcript, identify and highlight 4-5 different codes AND (2.) write memos along the way using the comment feature in Word.
- (3.) Craft at least one meta-memo (about 400 words, see the example on page 229, 240).

You will turn in your coded and memo'ed transcripts, and a meta-memo.

CRITICAL REVIEW FOR ON THE RUN

For your final paper in this course, you will write a Critical Review of the Goffman (2014) book *On the Run*. This paper will be worth 100 points.

You should be able to complete this assignment with minimal engagement with literature outside the parameters of the course. However, you may find it necessary to bolster or support a claim by citing some piece of literature that exists beyond our syllabus.

Final paper format:

- Approximately 5 – 6 pages or 1250-1500 words.
- Standard 12-point font and 1” margins
- No cover page
- Number all pages
- Use subheadings where necessary to aid organization
- Short list of “sources cited” at the end
- Use ASA referencing

Below are detailed instructions in case you have not written this kind of review before. These instructions are reproduced from Texas Wesleyan University’s book review guidelines¹, with some customization from your professor (final critical review format).

How to Write a Critical Book Review

A book review is more than a book report or summary of a book’s contents. A review is a critical essay evaluating the merits of an academic work. The purpose is to show that you thought deeply and critically as you read the book.

The process of writing a book review can be broken down into three main stages: as you read; as you prepare to write; and, as you write. With each stage there are a series of questions and factors to consider as you work on your review. Many of these issues are interrelated, but in this guide they are broken up to make them easier to understand.

STAGE ONE: AS YOU READ

You should consider the following issues while you are reading the book to help you better evaluate it. Make notes as you read, so you will not forget your observations or have to go back and hunt for references. Consider some of the following:

- Purpose/Thesis: What was the author’s purpose in writing the book?
- Sources: What types of sources does the author utilize in presenting the thesis? How are the author’s sources incorporated into the narrative? Do you think she has tapped all the major sources available or are there omissions?
- Contextualization: How well does the author explain the wider context of the events or developments she is discussing? Is the book narrowly focused or does the author try to connect to wider developments?
- Style: is the book well written? Is it easy to understand? Does it flow well? Is the writing dense and heavy with jargon, making it hard to grasp? Does the author show a flair for

¹ Source: Texas Wesleyan University student resources at <https://txwes.edu/media/twu/content-assets/documents/history/CriticalBookReviewGuide.pdf>

effective writing that goes beyond simple communication? Does the writing make the book more interesting?

- Author's background: Look into the author's qualifications and experience. Use the web and the West Library catalogue to explore what other works the author has produced and what topics they have addressed.

STAGE TWO: AS YOU PREPARE TO WRITE

Once you've read the book and thought about it, you should start developing the main parts of your review before you start writing. Think about the following elements and how to include them in your essay. Then you should make a plan laying out the main points in the introduction, description of the book, critical review, and conclusion of your paper.

This is what you will do:

- Profile: Articulate the author's thesis/argument in a clear and concise way. This will be roughly one paragraph in length and should not be a summary of the different sections or chapters. Rather, you should concentrate on the author's central intention behind the book to find an effective way to sum up the work for your reader.
- Major Points/Themes: Look back through your notes to pull out your most important observations—this may help you to find a central argument or theme for your review. Essentially your points are related to the evidence the author uses to support his thesis. Did a particular chapter or idea, for example, use evidence that supported the thesis? As you think about the main points that you want to make, consider what would be the most effective order in which to present them. If you consider the book successful, for example, you might want to present the parts you considered the most effective. You should also think about how you will support your points, as you do in any other essay. Look for specific examples and short, effective quotes that could illustrate your ideas, or think about how to summarize sections of the book to support your critique. You need to substantiate and illustrate any claims that you make.
- Theme: Your review needs a central argument. In this case it's whether the author has successfully accomplished his or her purpose in writing the book. Considering the author's purpose in writing/thesis/argument, did you find the work generally successful, partially successful, flawed, etc?

STAGE THREE: WRITING YOUR FINAL CRITICAL REVIEW

Book Review Format

The book review should be no more than 5 – 6 pages or 1250-1500 words.* When writing your paper, please organize and **use the following headings (Introduction, Brief Description, Critical Review, Closing Comments and Reflections)**:

1. Introduction

Please provide **about one page** that introduces the book. Please include the following:

- In your introduction, briefly introduce the theme or topic of the work generally and the author's purpose in writing/thesis/argument. You will want to articulate the author's thesis/argument in a clear and concise way.
- The degree to which the author accomplishes that purpose **is the thesis of your review** (you can also elaborate a bit more in your final closing comments and reflections).
- Briefly say something about the author's qualifications. This should not be a biography of the author but a concise explanation of the author's background, and those things qualifying him or her to write this work.

2. Brief Description of the Book

- Please provide **around ½ to one page** focusing on a basic description of the book. In addition, provide a concise profile of the book's sources. Consider the types of sources the author utilizes in presenting her purpose in writing/thesis/argument. For example, does she rely on primary and secondary sources and how are the sources incorporated into the narrative?
- Before going into the critical review, briefly tell the reader what major themes/points you will be discussing in your critical review. When constructing your themes/dialog, feel free to also use the Saldana and Omasta (2022) textbook as well as *The Active Interview* by Holstein and Gubrium (1995). Finally, reflect back on your notes taken during stage one and stage two of this writing assignment.
- Next, go directly into your Critical Review section of the paper. Discuss your themes/points in an organized manner.

3. Critical Review

- This critical review should be about **2-3 pages** long. Give your own critical assessment of your chosen themes/points outlined in the Goffman (2014) book. **Be sure to refer back to the Goffman (2014) book as well as Saldana and Omasta (2022) and Holstein and Gubrium (1995) (if needed) to support your chosen themes/dialog. When you cite, you must use ASA.**

4. Closing Comments and Reflections

- This should be **one half to one page** in length. Wrap up your central argument. In this case, it's whether the author has successfully accomplished her purpose in writing the book. Considering the author's purpose in writing/thesis/argument, did you find the work generally successful, partially successful, flawed, etc? Ideally, it should leave your reader with something to reflect on and a sense of whether or not you consider the book a success. **Notice that opinion is not mentioned. Whether you liked the book is inconsequential.** You are writing a critical review, not an op-ed.

- When wrapping up your central argument, you can also go back and integrate any of the themes that you discussed in your critical review to make your point.

5. Reference Page – List all citations in ASA.

You must include a reference page with your citations. Please use ASA in order to earn all points.

***Keep in mind that each page should be around 250 words per page, using 1 inch margins.**

Exercise 2 - Analysis 1 – Analyzing Spaces

<i>Sections</i>	Poor	Minimally Acceptable	Good	Exceptional
Spelling, Grammar, & Sentence Structure	<i>Many</i> spelling, grammar, or sentence structure errors (0 – 2 pts)	<i>Some</i> spelling, grammar, or sentence structure errors (3-6 pts)	<i>Few</i> spelling, grammar, or sentence structure errors (7-9 pts)	<i>No</i> spelling, grammar, or sentence structure errors (10 pts)
Proper Referencing Format (ASA format)	Referencing not used in assignment where appropriate (0 - 2 pts)	Minimal use of referencing in assignment where appropriate (3-6 pts)	Good/average use of referencing in assignment where appropriate (7-9 pts)	No referencing errors in assignment (10 pts)
Photos and Sketches Included	Photos and/or sketches NOT included (0 pts)			Photos and/or sketches included (10 pts)
Organization - Written Analyses Using the Four Analytic Frames (belonging, symbols, processes, extensions)	Written analysis does not include the four analytic frames (0-2 pts)	Written analysis includes two of the analytic frames (3-8 pts)	Written analysis includes three of the analytic frames (9-15 pts)	Written analysis includes all four of the analytic frames (16-20 pts)

Exercise 3 – Conduct an Interview

<i>Sections</i>	Poor	Minimally Acceptable	Good	Exceptional
Content - length of the interview (between 15-20 minutes)	Interview is not developed (0 – 8 pts)	Interview is minimally developed (9-16 pts)	Interview is averagely developed (17-24 pts)	Interview is exceptionally developed (25 pts)
Interview questions are presented in a coherent, logical order	Interview questions are not presented in a coherent, logical order (0 – 8 pts)	Interview questions are minimally presented in a coherent, logical order (9-16 pts)	Interview questions are averagely presented in a coherent, logical order (17-24 pts)	Interview questions are exceptionally presented in a coherent, logical order (25 pts)

Exercise 4 - Ethics Essay

<i>Sections</i>	Poor	Minimally Acceptable	Good	Exceptional
Spelling, Grammar, & Sentence Structure	<i>Many</i> spelling, grammar, or sentence structure errors (0 – 2 pts)	<i>Some</i> spelling, grammar, or sentence structure errors (3-6 pts)	<i>Few</i> spelling, grammar, or sentence structure errors (7-9 pts)	<i>No</i> spelling, grammar, or sentence structure errors (10 pts)
Proper Referencing Format (ASA format)	Referencing not used in essay where appropriate (0 - 2 pts)	Minimal use of referencing in essay where appropriate (3-6 pts)	Good/average use of referencing in essay where appropriate (7-9pts)	No referencing errors in essay (10 pts)
Op-ed is logically organized as an argument	Op-ed is not logically organized as an argument (0-2 pts)	Op-ed is minimally organized as an argument (3-8 pts)	Op-ed is averagely organized as an argument (9-14 pts)	Op-ed is exceptionally organized as an argument (15 pts)
Writing in the op-ed is direct, convincing and based on facts	Writing is not direct, convincing and based on facts (0-2 pts)	Writing is minimally direct, convincing and based on facts (3-8 pts)	Writing is averagely direct, convincing and based on facts (9-14 pts)	Writing is exceptionally direct, convincing and based on facts (15pts)

Exercise 5 - Analysis 2 – Coding and Analyzing Interview Data

<i>Sections</i>	Poor	Minimally Acceptable	Good	Exceptional
Craft at least one meta-memo (about 400 words)	Meta-memo <i>not</i> accurately developed (0 – 2 pts)	<i>Minimal</i> development of meta-memo (3-6 pts)	<i>Average</i> development of meta-memo (7-9 pts)	<i>Exceptional</i> development of meta-memo (10 pts)
Manuscript 1 – identify and highlight 4-5 different codes AND write memos	Does not clearly code and write memos (1 pts)	Minimally codes and writes memos (2-4 pts)	Averagely codes and writes memos (5-7pts)	Exceptionally codes and writes memos (8 pts)
Manuscript 2 – identify and highlight 4-5 different codes AND write memos	Does not clearly code and write memos (1 pts)	Minimally codes and writes memos (2-4 pts)	Averagely codes and writes memos (5-7pts)	Exceptionally codes and writes memos (8 pts)
Manuscript 3 – identify and highlight 4-5 different codes AND write memos	Does not clearly code and write memos (1 pts)	Minimally codes and writes memos (2-4 pts)	Averagely codes and writes memos (5-7pts)	Exceptionally codes and writes memos (8 pts)
Manuscript 4 – identify and highlight 4-5 different codes AND write memos	Does not clearly code and write memos (1 pts)	Minimally codes and writes memos (2-4 pts)	Averagely codes and writes memos (5-7pts)	Exceptionally codes and writes memos (8 pts)
Manuscript 5 – identify and highlight 4-5 different codes AND write memos	Does not clearly code and write memos (1 pts)	Minimally codes and writes memos (2-4 pts)	Averagely codes and writes memos (5-7pts)	Exceptionally codes and writes memos (8 pts)

Grading Rubric for Goffman's (2014) Critical Book Review

<i>Sections</i>	Poor	Minimally Acceptable	Good	Exceptional
Spelling, Grammar, & Sentence Structure 10%	<i>Many</i> spelling, grammar, or sentence structure errors (0 – 3 pts)	<i>Some</i> spelling, grammar, or sentence structure errors (4-7 pts)	<i>Few</i> spelling, grammar, or sentence structure errors (8-9 pts)	<i>No</i> spelling, grammar, or sentence structure errors (10 pts)
Introduction 15%	Does not clearly develop an introduction (0-5 pts)	Minimal development of introduction (6-10 pts)	Average development of introduction (11-14pts)	Accurate development of introduction (15 pts)
Brief Description of Book 15%	Does not clearly develop a brief description of the book (0-5 pts)	Minimally develops a brief description of the book (6-10 pts)	Averagely develops a brief description of the book (11-14 pts)	Accurately develops a brief description of the book (15 pts)
Critical Review of Some Major Themes Utilizing Page Numbers to Illustrate 40% (using ASA)	Does not clearly develop the critical review (0-12 pts)	Minimally develops the critical review (13-25 pts)	Averagely develops the critical review (26-39 pts)	Accurate development of the critical review (40pts)
Closing Comments and Reflections 20%	Does not clearly conclude arguments and critiques (0-6 pts)	Minimally concludes arguments and critiques (7-13 pts)	Averagely concludes arguments and critiques (14-19 pts)	Accurately concludes arguments and critiques (20pts)

Discussion Rubric

Worth 13 total points

Levels of Achievement

<i>Criteria</i>	Does Not Meet Criteria	Needs Improvement	Excellent
Substantive Response	<p>0-1 point</p> <p>Response too short, based on personal views only, with no references to the text or the concepts learned from the material covered</p>	<p>2 - 4 points</p> <p>Response too short. Not a clear indication of an understanding of the readings</p>	<p>5 points</p> <p>A substantive response, citing the textbook and demonstrating full understanding of the course content</p>
Replies to Classmates	<p>0-1 points</p> <p>No or just one response, with no significant comments to improve the conversation</p>	<p>2 points</p> <p>Only two responses to others' entries</p>	<p>3 points</p> <p>Three substantive posts were responded to, with comments advancing the conversation</p>
Adhering to Deadlines	<p>0 points</p> <p>Substantive response OR replies to others do not meet deadline</p>	<p>1 points</p> <p>Substantive response OR replies to others do not meet deadline</p>	<p>2 points</p> <p>All entries posted by the deadline.</p>
Writing Skills	<p>0-1 points</p> <p><i>Many</i> spelling, grammar, or sentence structure errors</p>	<p>2 points</p> <p><i>Some</i> spelling, grammar, or sentence structure errors</p>	<p>3 points</p> <p><i>No</i> spelling, grammar, or sentence structure errors</p>